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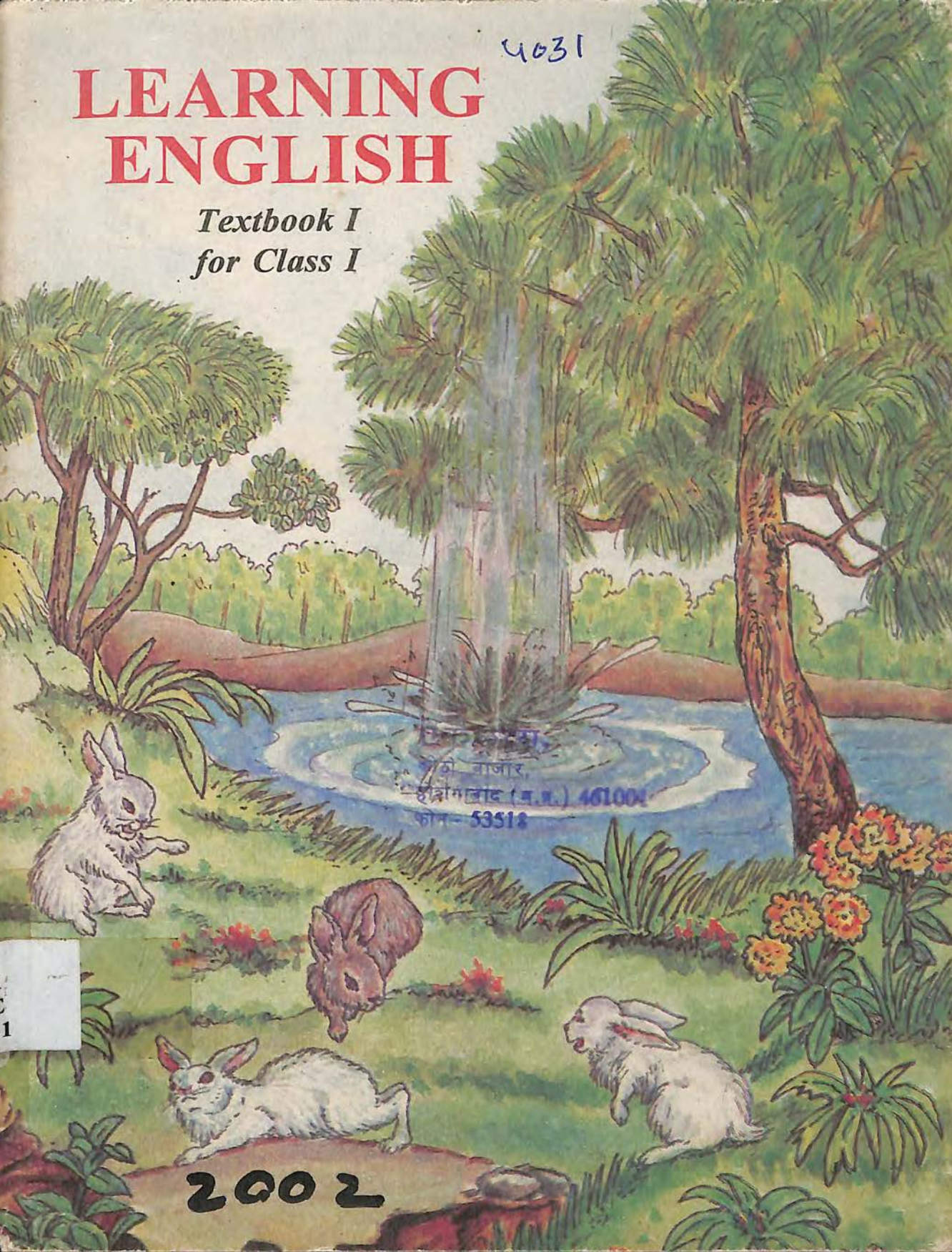
LEARNING ENGLISH

Textbook I
for Class I



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LEARNING ENGLISH

Textbook I

for

Class I

4031

NASIRUDDIN KHAN
SANDHYA RANI SAHOO
NIRMALA VAIDYANATHAN

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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Foreword

Language education occupies a central position in the curriculum for school education, especially at the primary level. It is seen as integral to learners' emotional, social and cognitive development. It also serves as an important instrument to develop among them desired attitudes and values.

Language learning is essentially a matter of acquiring the important skills of listening, speaking, reading and writing and harnessing these skills to the performance of formal as well as informal communicative tasks. The emphasis laid on the acquisition and progressive improvement of language abilities in our policy documents is based on sound academic and educational considerations. With these in view, the NCERT is now launching a new series of instructional materials entitled *Learning English*, initially for the primary stage of school education. The package for each class consists of a Textbook and a Workbook, designed to facilitate instruction in a manner conducive to a smooth and balanced development of language abilities on the one hand and inculcation of socially and ethically significant attitudes and values on the other. By using these materials, school-children will hopefully find themselves in a position to understand, and suitably respond to, simple spoken English, write with ease correct and meaningful sentences and paragraphs in English and generally read texts in English for knowledge and pleasure.

This textbook, the first in the series, has been prepared by my colleague, Shri Nasiruddin Khan, Reader in English in the Department of Education in Social Sciences and Humanities with active and unqualified help and cooperation of another colleague, Dr Sandhya Rani Sahoo of the same Department as well as Dr Nirmala Vaidyanathan, formerly of the same Department. I am grateful to all of them for completing the job successfully.

It is hoped that this book will satisfy learners' academic requirements and provide for them a stimulating and enjoyable language learning experience.

The Council will welcome teachers' comments on any aspect of this book and their suggestions for its improvement.

J.S. Rajput
Director
National Council of Educational
Research and Training

New Delhi
March 2000

Acknowledgements

The Council is grateful to the following teachers and experts for their academic help and support in the finalization of the manuscript of this book: Professor S.K. Ram, Professor R.K. Dixit, Dr V.K. Bajpai, Dr Brinda Ramesh, Mrs Indu Bala, Mrs Shefali Ray, Mrs Ratna Thakurta, Mrs Indu Batra, Mrs K. Laxmi and Mrs P. Dutta.

A Note for the Teacher

Learning English is a new series of textual materials in English prepared by the NCERT. Intended to cover the primary level (Classes I-V) initially, this series will later be extended to the subsequent stages of school education also. This textbook is the first of the series being offered to school-children who start the study of English in Class I.

The book starts with a set of three poems for children to listen to them well recited and rendered and also to begin to imitate the model recitation slowly in bits and pieces till they can do it on their own. Footnotes appended to the poems as well as other lessons are merely suggestive of a possible method and style of presentation and teachers may feel free to innovate and improvise. Recitation should be action-based and lively, and should elicit and accommodate as much as possible children's participation in it. There is really no need for anyone to 'explain' meanings of words, lines and stanzas. Recitation, interspersed with enactment and dramatisation, is a 'meaningful' activity by itself, providing opportunities for listening, imitating and (re)producing chunks of English till children become thoroughly familiar and comfortable with sound sequences, words and their arrangement. It is hoped that they can negotiate meaning in their own way. If children learn the poem, or parts thereof, by heart and enjoy repeating them even without laying claim to 'clear' comprehension, the purpose of putting these poems first, and more elsewhere, will have been achieved.

The book, in general, has dispensed with the usual practice of dividing a lesson into 'text' followed by 'exercises'. Each lesson, whether a single unit or a cluster of parts, is to be treated as a composite whole. This was considered necessary to eliminate the necessity of either handling the two notional categories mentioned above in different styles or treating one as more important than the other. The overall objective of such a layout has been to present, create and even contrive as much space as possible for very young learners to be able to do things in the class — to introduce themselves, greet one another, identify objects and persons, describe possessions, understand and answer questions, seek information, make requests and suggestions, etc. A deliberate attempt has been made to provide opportunities for children to acquire the essential language abilities of listening, speaking, reading and writing in an integrated manner.

The book is full of colourful illustrations. One might even point out that illustrations occupy a lot more space than text. It is true and has been done deliberately in the hope and belief that illustrations at this level should speak louder than words and excite the imagination of children and sustain their interest throughout. At places in this book they even replace language.

The teacher is expected to use illustrations, actions, gestures, mother tongue where necessary and dramatization and role play as positive aids to teaching/learning. Instructions for activities are meant more for the teacher than

for children. Instructions, wherever necessary, are to be rendered in the mother tongue. Children need to know what they are expected to do.

The tasks given in the textbook are sought to be reinforced by other tasks given in the workbook. The textbook should, therefore, necessarily be supplemented by the workbook.

We look forward to teachers' comments on the book on a continuing basis.

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Let us recite

One, Two

One, two
Who are you?

Three, four
Open the door.

Five, six
Pick up sticks.

Seven, eight
Lay them straight.

Nine, ten
A big, fat hen.

- ❑ Teacher recites the poem taking two lines at a time.
- ❑ Children repeat lines after the teacher.
- ❑ Appropriate action/gestures to be used in recitation.
- ❑ Children recite lines/whole poem from memory later.

Lesson 2

Let us recite

I've Got Ten Little Fingers

I've got
ten little fingers.
I've got
ten little toes.
I've got
two ears.
I've got
two eyes.
And just
one little nose.

- ❑ Teacher recites the poem taking only one line at a time.
- ❑ Children repeat lines after the teacher.
- ❑ Appropriate action/gestures to be used in recitation.
- ❑ Children learn the poem by listening to, and reciting lines several times over.

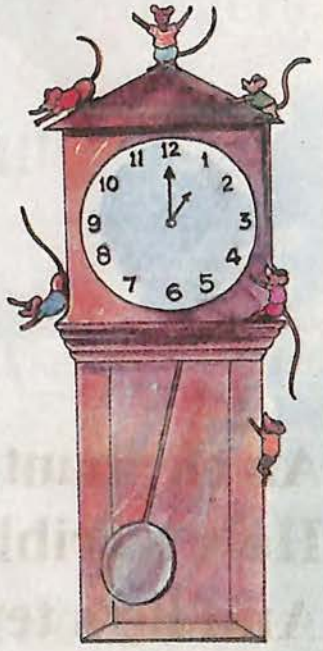
What a Nose!

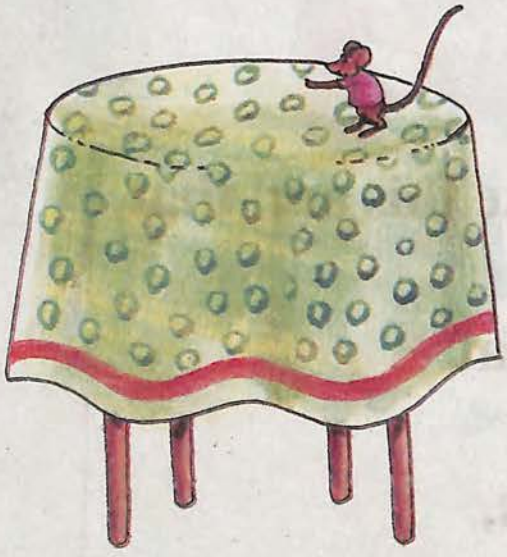
An elephant goes like this and that,
He's terribly big,
And he's terribly fat,
He has no fingers,
And he has no toes,
But goodness gracious, what a nose!

❑ Follow hints for recitation as in earlier rhymes.

Hickory, Dickory, Dock

Hickory, Dickory, Dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, Dickory, Dock.

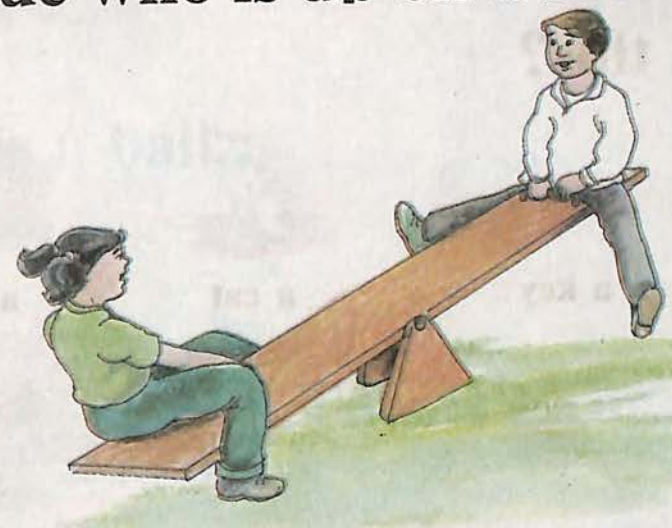




❑ Follow hints for recitation as in earlier rhymes.

UP, Down

- Colour the child's clothes blue who is up on a see-saw



- Colour the child's clothes red who is down on a see-saw.

Pictures

I. *Look at the picture and answer the question :*

What is this?

an apple

a key

a cat

a house

a monkey

a fan

an egg

a goat

a bat

an ice-cream

a jug

a door

a letter

- ❑ Children look at each picture and repeat after the teacher the phrase given.
- ❑ Teacher points his/her finger at a picture and asks: *What's this?* children answer : This is a/an_____, or It's a/an _____.

II. Let us read :

This is a ball.

This is a girl.

This is a car.

This is an ice-cream.

This is a doll.

This is a jeep.

III. Look at the picture and answer the question :

What is this?

a pen

a zebra

a yak

a quilt

a table

a spoon

an owl

a van

a net

a rabbit

an umbrella

an X'mas tree

a window

IV. Let us read :

This is a nail.

This is an orange.

This is a flowerpot.

This is a snake.

This is a tree.

This is an axe.

V. *Look and say:*

What is this?

(a) This is a

(b) This is a

(c) This is a

(d) This is a

What is this?

(e) This is an

(f) This is an

(g) This is an

(h) This is an

What is this?

(i) _____

(j) _____

What's your name?

My name is Geeta.

This is Mrs Das.

This is Mr Rao.

What's your name?
Mala.

I'm Mala.

Hello, Mala.

Hello, I'm Arun.

He is Mr Rao.

She is Anita.

You are Mohsin.

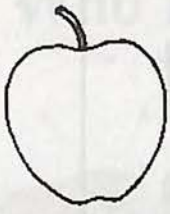
- Use short forms – *I'm, What's this?* in speech.

I. Trace these:

A B C D E

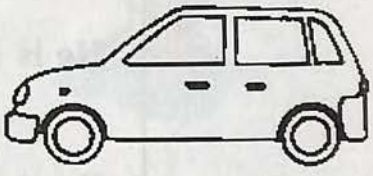
a b c d e

II. Colour these:



an apple

a banana



a car

III. Trace these.

a bag a bag a bag

a ball a ball a ball

a box a box a box

IV. Match pictures with sentences:

I'm Geeta.

You are Mrs Das.

I'm Mohsin.

He is Mr Rao.

I'm Arun.

Who is this?

Who is this?
This is Asha.

Who is that?
That is Nitin.

What is this?
This is a table.

What is that?
That is a chair.

- ❑ Teacher speaks each question aloud and lets children repeat its answer, first together and later individually.
- ❑ 'This' is generally used to refer to objects/persons that are near; 'that' to the ones that are far.
- ❑ Teacher illustrates use of 'this' and 'that'.
- ❑ In answer to *Who are you?* children should be told to use their own names. I'm _____

What is that?
That is a rose.

What is this?
This is a bird.

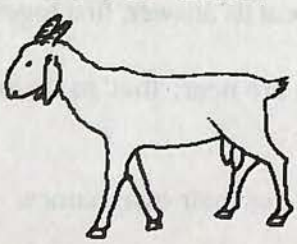
Who are you?
I'm Asif.

I. Trace these:

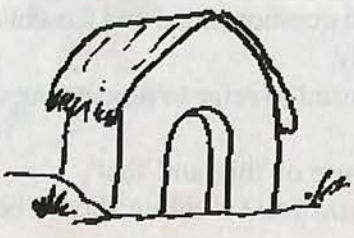
F G H I J

f g h i j

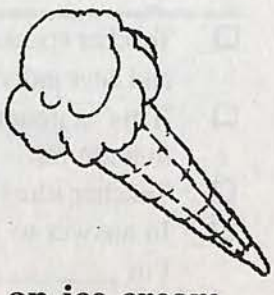
II. Colour these:



a goat



a hut



an ice-cream

III. Read and

a duck

a doll

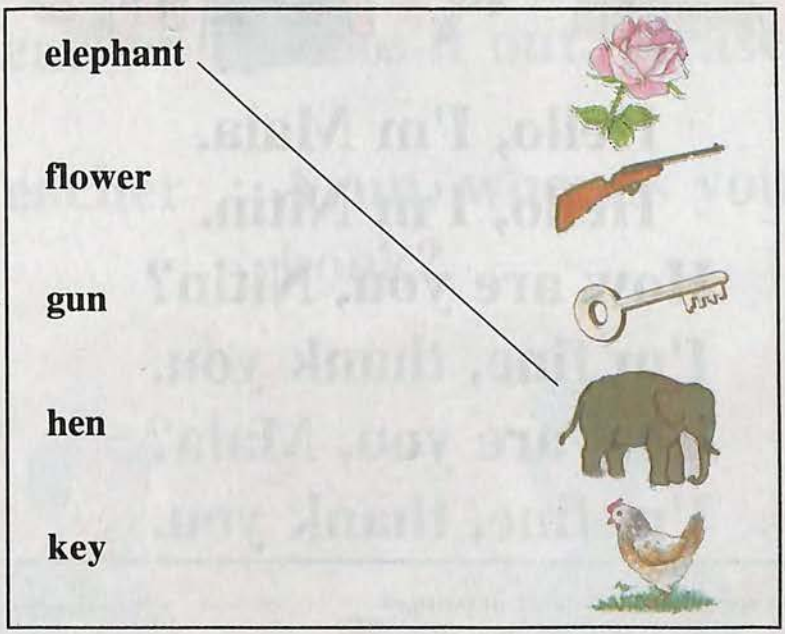
an egg

a duck a duck a duck

a doll a doll a doll

an egg an egg an egg

IV. Match pictures with words:



Lesson 7

I'm fine, thank you

Hello, I'm Mala.
Hello, I'm Nitin.
How are you, Nitin?
I'm fine, thank you.
How are you, Mala?
I'm fine, thank you.

- ❑ Let children speak to each other in pairs.
- ❑ They greet each other, and introduce themselves.
- ❑ They ask each other questions.
- ❑ Let them name their classmates using *This* and *That / He* and *She.*

Teacher : Mala, where's your pencil?

Mala : It's here. It's in my bag.

Teacher : Take it out, please.

Teacher : Arun, where's your book?

Arun : It's there. It's on the table.

Teacher : Bring it here, please.

Mrs Ahmad : Amina, Ali. Where are you?

Ali : I'm here, Mummy. I'm reading.

Mrs Ahmad : Where's Amina?

Ali : She is there.

Mrs Ahmad : Where?

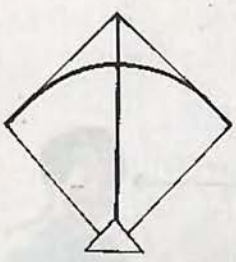
Ali : She is in the garden. She's playing with the dog.

I. Trace these:

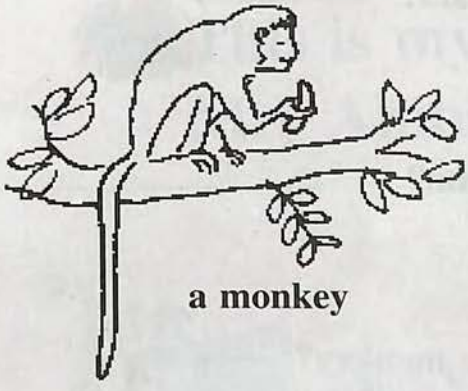
K L M N O P

k l m n o p

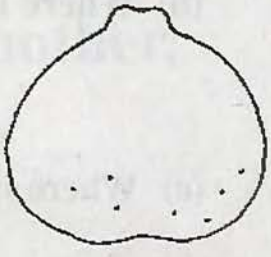
II. Colour these :



a kite



a monkey



an orange

III. Trace these:

a lock a lock a lock

a snake a snake a snake

a tree a tree a tree

IV. Look at each picture and answer the questions.
Here is an example:

Teacher : Where is the dog? ⟶
Pupil : It's there.

Teacher : Where is Mala? ⟶
Pupil : She is here.

(a) Where is the elephant? ⟶

(b) Where is Mala? ⟶

(c) Where is Arun? ⟶

(d) Where is the monkey? ⟶

Won't you sit down?

Ali : Hello, Ratan.
Come in, please.

Ratan : Hello.

Ali : Meet my parents.
This is my father,
Mr Ahmad.
This is my mother,
Mrs Ahmad.

Mr and Mrs Ahmad : Hello, Ratan. How are you? Won't you sit down?

Ratan : Thank you.

Ali : This is my sister, Amina.

Ratan : Hello, Amina.

Amina : Hello, Ratan. Nice to meet you.

I. **Repeat after the teacher:**

This is a jug.-----

These are glasses.----

That is a boy. ----------

Those are girls.----------

II. **Now point to the pictures and *say* 'This is.....' 'These are.....' or 'That is.....' 'Those are.....'**

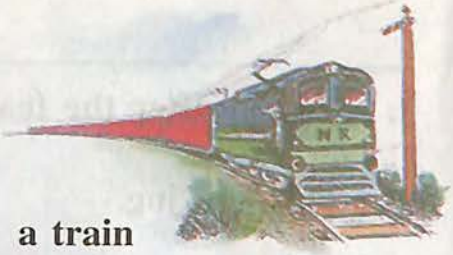
a flower

trees

apples

a mango

bicycles



a train

a bus

cars

III. Trace these:

Q R S T U

q r s t u

IV. Trace these:

a kite a kite a kite

a boat a boat a boat

V. *Say* names of the members of your family:

1. Mr _____ is my father.

2. Mrs _____ is my mother.

3. _____ is my sister.

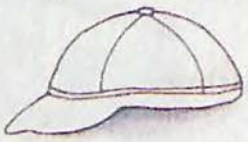
4. _____ is my brother.

VI. Repeat these words after your teacher*:

father mother sister brother
teacher farmer doctor

* Final 'r' in words under item VI not to be pronounced.

Look at this flower



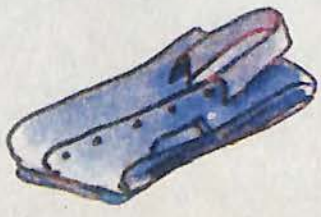
This is a cap.
It's white.
It's a white cap.

That's a bat.
It's yellow.
That's a yellow bat.

Look at this flower.
It's red.
It's a red flower.

This is a green leaf.

That's a blue shirt.



These are brown pencils.

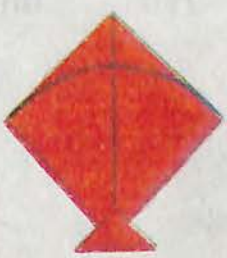
Those are blue buses.

This bird is white.

That bird is black.

This kite is green.

That kite is red.



This bus is red.

That bus is green.

This pen is brown.

That pen is blue.

I. Name these colours. Repeat after the teacher:

red blue green yellow black brown pink

a red rose

a black crow

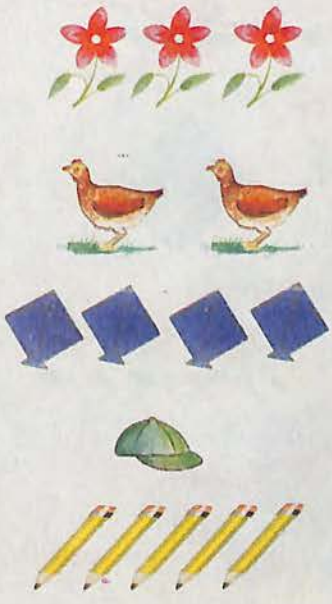
a green shirt

a yellow banana

II. Trace these:

red	red	red
blue	blue	blue
green	green	green
yellow	yellow	yellow
black	black	black
white	white	white

III. Count and *say* : Example: three red flowers



IV. Look at the picture and fill in the blanks:

Examples. **This is a black dog.**

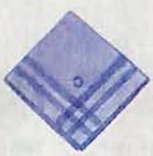
Those are white cats.

These are _____ leaves.

That is _____ _____ shirt.

That is _____ _____ ball.

This is _____ _____ handkerchief.



Those are _____ flowers.

Let us recite

Colours

Red is for Roses,
And Blue is for Sky.
White is for Snow,
Or a Cloud sailing by.
Silver's for Rain
with the Sun shining through.
Yellow is for Butter,
And Buttercups too.

The Cold Old House

I know a house,
and a cold old house,
A cold old house by the sea.
If I were a mouse
in that cold old house,
What a cold old mouse I'd be.

- ❑ Teacher recites the poem aloud, slowly and clearly, for children to repeat lines after her.

What are they doing?

Mr Das is in his room.
He is sitting in a chair.

Mrs Das is in the garden.
She is reading a book.

Geeta is in the park.
She is sitting
on a bench.
She is playing with
her friends.

Arun is in the playground. He is playing with his friends.

I. Trace these:

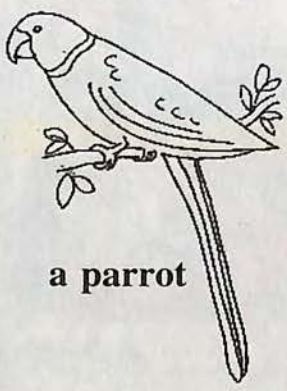
V W X Y Z

v w x y z

II. Colour these:

a carrot

a rose



a parrot

III. Look at the picture again and mark right (✓) or wrong (✗) against each sentence.

(a) Mr Das is reading a book. ☐

(b) Mrs Das is in the garden ☐

(c) Mrs Das is sitting on a bench. ☐

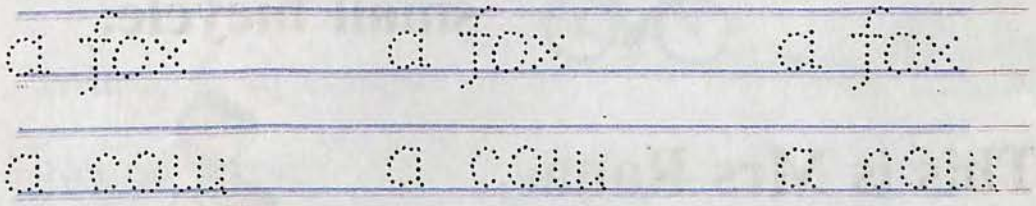
(d) Geeta is sitting in a chair ☐

(e) Arun is playing with his friends. ☐

IV. Repeat after the teacher :

pat-pot	ban-bun
cat-cot	ran-run
hat-hot	pan-pun
rat-rot	fan-fun

V. Trace these:



Ritu's cow is fat

This is Mala.
That's her house.
It's a big house.
Look at Mala's big house.

That is Asif.
That's his bicycle.
It's a small bicycle.
Look at Asif's
small bicycle.

This is Mrs Rana.
She is Kamla's mother.
Mrs Rana is tall.
Kamla is not tall.
She is short.

This is Ritu.
It's her cow.
Ritu calls her Rani.
Rani is not thin.
She is fat.

I. Write:

_____
_____

a red doll

_____
_____

a blue kite

_____
_____

a yellow flower

II. Write as in the example:

This car is red.

_____

_____

III. Read the following sets of words. Underline the word which is different in each set.

bat	ball	game	car
car	bus	man	truck
small	blue	green	white
school	teacher	train	class

Now write the underlined words here.

car _____ _____ _____

_____ _____ _____

IV. Now look at the pictures and fill in the blanks using these words:

big	fat	small
tall	short	thin

The elephant is _____ That cat is _____

The boy is _____ The girl is _____

The woman is _____ The man is _____

V. Match phrases with pictures. Example: a <u>small</u> car

a small car

a short man

a big truck

a tall tree

a thin cat

a fat cat

Parts of the body

Look at the pictures and learn names of parts of the body.

head

face

eyes

nose

teeth

ears

neck

arm

- Teacher points to pictures and reads aloud names of parts of the body. Children repeat words after the teacher.
- Teacher points to different parts of the body of pupils. Children name them using *my, your, his, her....*

hand

fingers

leg

foot

Read :

This is Arun's head.

This is his nose.

This is Mala's right ear.

This is her left eye.

This is Rahul's right arm.

This is his left hand.

This is my left leg.

This is your right foot.

Repeat after the teacher:

We work with our

We hear with our

We see with our

We smell with our

We walk with our

I. Let children point to their hands/eyes/legs and say:

This is my nose. I smell with it.

These are my hands. I work with them.

These are my legs. I walk with them.

These are my teeth. I chew with them.

II. Copy these:

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

Let us recite

This is the Way We Wash Our Face

This is the way
we wash our face,
wash our face,
wash our face.
This is the way we wash our face,
at seven o'clock in the morning.

This is the way
we clean our teeth,
clean our teeth,
clean our teeth,
This is the way
we clean our teeth,
at seven o'clock in the morning.

This is the way
we comb our hair,
comb our hair,
comb our hair.
This is the way
we comb our hair,

at seven o'clock in the morning.

This is the way
we have our tea,
have our tea,
have our tea.
This is the way
we have our tea,
at eight o'clock in the morning.

❑ Follow hints about recitation as in earlier rhymes.

What do they do?

Look at the following pictures:

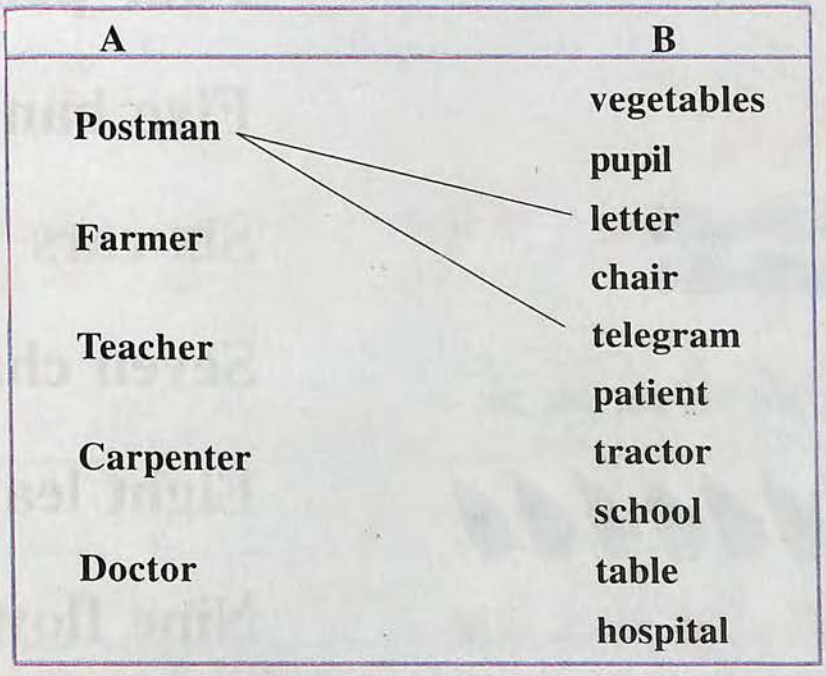
1. Miss Singh is a teacher. She teaches Hindi and English.
2. Mr Kishan is a postman. He carries letters and parcels and gives them to people.

3. Mr Bala is a carpenter. He makes chairs, tables and benches.

4. Mr Bedi is a farmer. He has a tractor. He grows wheat and rice.

5. Mrs Ahmad is a doctor. She works in a hospital. She looks after sick people.

I. Match words under A with those under B: One word under A can match with more than one under B. See example:



II. Write what you would like to become. Use a/an.

I want to become _____

How Many?

One apple

Two oranges

Three pens

Four pencils

Five bananas

Six cars

Seven chairs

Eight leaves

Nine flowers

Ten birds

I. a. Say how many flowers there are in each picture.

There are _____ flowers in this picture.

b. Write each number in figures, like : 3

c. Now write each number in words, like: Three

b. _____ b. _____ b. _____ b. _____ b. _____

c. _____ c. _____ c. _____ c. _____ c. _____

b. _____ b. _____ b. _____ b. _____ b. _____

c. _____ c. _____ c. _____ c. _____ c. _____

- ❑ Teacher points to each picture and asks: How many flowers here/there?
- ❑ Pointing to the picture of one flower, the child says. There is one flower/only one flower in this picture.

Learn names of months

The first	(Ist)	month of the year is	January
The second	(2nd)	month is	February
The third	(3rd)	month is	March
The fourth	(4th)	month is	April
The fifth	(5th)	month is	May
The sixth	(6th)	month is	June
The seventh	(7th)	month is	July
The eighth	(8th)	month is	August
The ninth	(9th)	month is	September
The tenth	(10th)	month is	October
The eleventh	(11th)	month is	November
The twelfth	(12th)	month is	December

Learn names of days of the week

Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday, Saturday

Now complete these sentences:

The first day of the week is Sunday.

The _____ day of the week is Monday.

The third day of the week is _____.

The _____ day of the week is Wednesday.

The _____ day of the week is Thursday.

The sixth day of the week is _____

The _____ day of the week is Saturday.

What's there in the bag?

Look at this man.
He is a fat man.
He has a bag.
What is there in
the bag?
Is it a box? says Mala.
No, it isn't, says the fat man.
Is it a pot? says Mira.
No, my dear girl, it isn't, says the fat man.
Is it a bucket? says Nitin.
No, my dear boy, it isn't, says the fat man.
Oh, yes, say the children. There is nothing in the bag.
That's right, says the fat man. There isn't anything in the bag. It is empty.

I. Repeat after the teacher:

that	fat	mat
box	fox	ox
bag	tag	rag
dear	here	near
girl	curl	pearl

II. Look at the picture and write Yes or No in the box:

1. Is this a horse? ☐
   Is this a zebra? ☐

2. Is this a table? ☐
   Is this a stool? ☐

3. Is this a flower? ☐
   Is this a star? ☐

4. Is this a fish? ☐
   Is this a snake? ☐

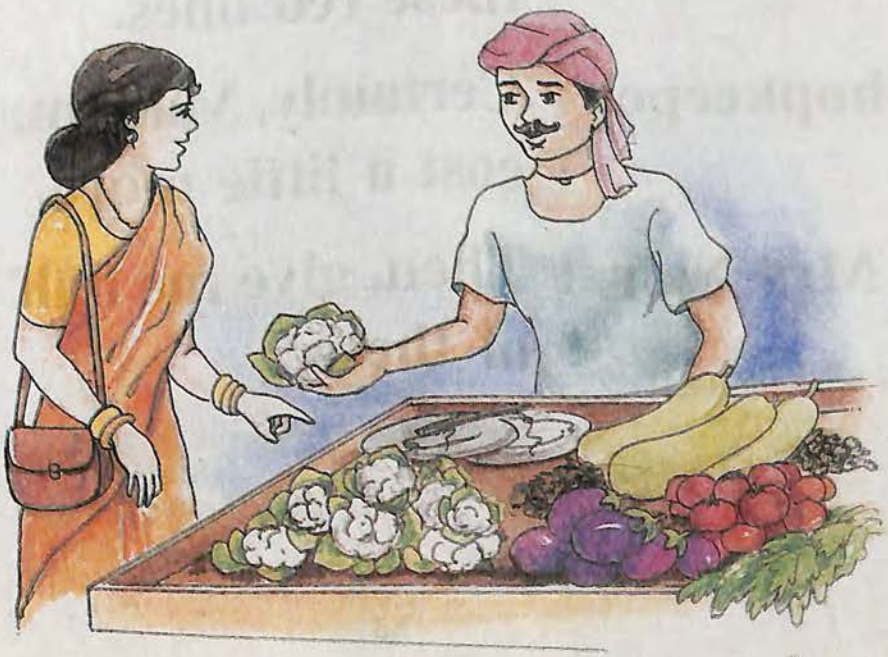
5. Is this a painting? ☐
   Is this a photograph? ☐

At the Vegetable Shop

Mrs Nair : Good morning. I want some cauliflower, please.

Shopkeeper : Good morning, Madam. Look at these ones here. They are very good. Would you like this one?

Mrs Nair : No, that's too big. Give me the small one over there, please.



Shopkeeper : That one is about half a kilo. Those are all the same weight. Would you like two pieces?

Mrs Nair : No, thank you. I want only one. And I want one kilo of tomatoes too.

Shopkeeper : Those ones, there, are very good, Madam.

Mrs Nair : They are not ripe, I think. I'll take a kilo of these red ones.

Shopkeeper : Certainly, Madam. These cost a little more.

Mrs Nair : Then, give me half a kilo of these.

I. Let pairs of children enact the scene. Initially, reading aloud should be encouraged.

II. Write 'fruit' or'vegetable' against each :

banana _____

cauliflower _____

carrot _____

potato _____

tomato _____

mango _____

apple _____

orange _____

onion _____

III. Match opposites. See example:

good	raw
big	small
ripe	bad
take	less
more	give
poor	rich

Lesson 19

Mala's Picture-book

Mala : Hello, Reshma. Look! I have a new book. There are many pictures in it. Look at them.

Reshma : What a lovely book! It is beautiful. I love story-books but I haven't got one.

Nitin : Hello, everybody. What are you doing?

Reshma : Hello, Nitin. Mala has a new book. It has many pictures. We are looking at them.

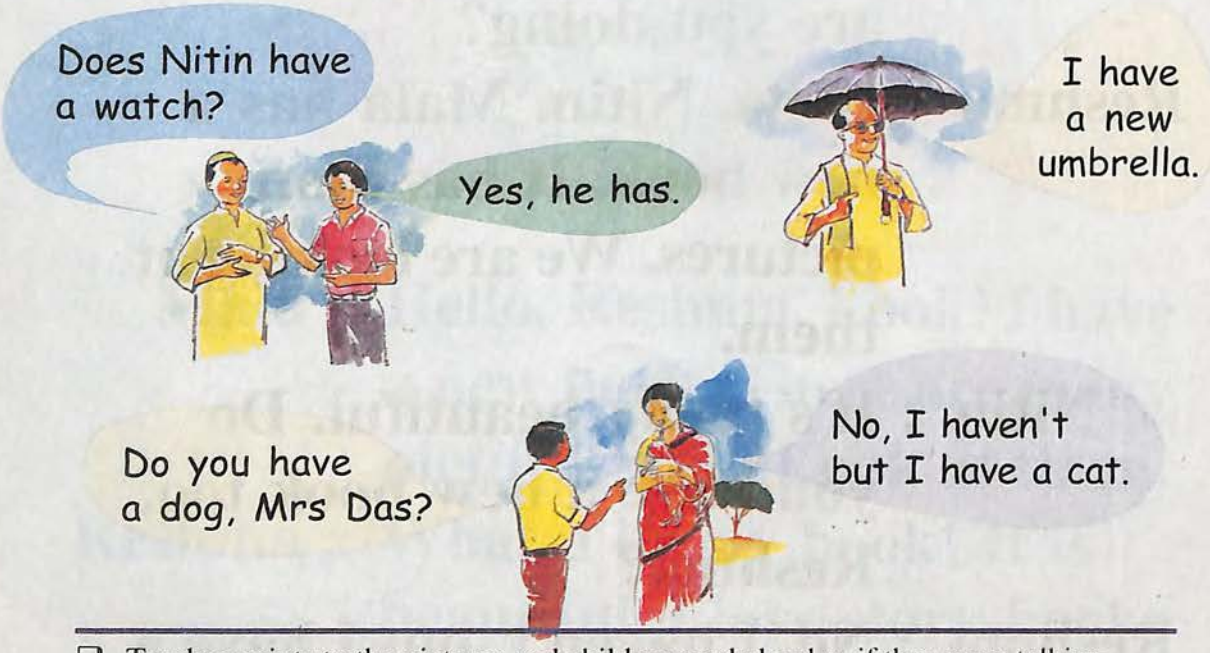
Nitin : It's really beautiful. Do you have a new book too, Reshma?

Reshma : No, I haven't, but I have a new pen.

I. Write six different sentences taking items from the box.

I	have/haven't	a bicycle
You	has/hasn't	a story-book
She/he		a pencil-box

II. What are they saying?



- Teacher points to the pictures and children read aloud as if they were talking.
- For dialogues, pairs of children should speak to each other. Let the whole class participate.

Does Amina have a pen?

No, she hasn't, but she has a pencil.

III. Match pictures on the left side with those on the right side. Say who has what.

Example: Mr Rao has an umbrella.

Mr Rao

umbrella

Nitin

watch

Mrs Das

cat

Amina

pencil

- ❑ Let pupils point to their pen, pencil, book etc. and say 'I have a/an.....
- ❑ Teacher asks questions like *Do you have.....?* or *Does she/he have.....?*
- ❑ Children answer : *Yes, I have* or *No, I haven't* or *Yes, she has* or *No, she hasn't*
- ❑ Let children draw pen, pencil, book etc. Questions and answers can be practised again using these drawings.

Lesson 20

Where is it?

Look at the pictures :

in

on

between

in front of

behind

under

Now read :

The ball is in the box.
The book is on the table.
Reshma is between Nitin and Ravi.

The teacher is <u>in front of</u> the black board.
Miss Das is <u>behind</u> the desk.
The mechanic is <u>under</u> the car.

I. Fill in the blanks using words in the box :

in	in front of
on	behind
under	between

There is a cat _____ the chair.

There is an umbrella _____ the table.

There is a tree _____ the house.

There is a cow _____ the bush.

There is a stool _____ the two chairs.

There are oranges _____ the basket.

II. Look at the picture and write sentences:
Example : The dog is under the table.

The cup is _____ the table.

The jug is _____ the box.

The picture is _____ the wall.

Rima is _____ the table.

The table is _____ Rima and the jug.

- Teacher points to a picture and asks question such as :
  Where is the dog? Where is the jug?
- Children answer them orally. Then they write the same sentences.

Where are they going?

Rima is going
to school.
She has a bag in
her hand.
She has
an umbrella also.
The bag is big but
the umbrella is small.

That is a hen.
There is an egg
under the hen.
The hen is sitting
on the egg.

Here is a farmer.
He is going to the field.
An ox is following him.
The ox has a bell round its neck.

I. Fill in the blanks using 'a' 'an' or 'the'.

This is _____ table.

This is _____ orange.

Where is _____ orange?

It is on _____ table.

Mr Shastri is _____ artist.

He is painting _____ picture.

Here is _____ picture.

II. Read the following sets of sentences aloud.
Then match each set with the right picture :

This is a bus.
The bus is on the road.

This is an insect.
The insect is on the flower.

This is an orange.
The orange is in the basket.

That is an aeroplane.
The aeroplane is flying in the sky.

This is a toy.
The toy is on the table.

This is a boat.
The boat is on the river.

Let us recite

Rain

The rain is falling all around.
It falls on field and tree.
It rains on umbrellas here.
And on the ships at sea.

The Clouds

White sheep, white sheep,
On a blue hill.
When the winds stop,
You all stand still.
You all run away
When the winds blow.
White sheep, white sheep,
Where do you go?

The Picnic

Rima is going on a picnic.
She is going to a park.
The park is full of flowers.
Her father and mother are with her.
Her dog is with them but her cat is not.

It is afternoon. Rima and her parents are back home.
Her father and mother are taking rest but Rima is not.
She is looking at a picture-book.

Her mother is in the room now.
She is holding out a plate of fruit to her.

"Take an apple or an orange", she says.
"Thank you, Mama", Rima says.
She likes both the apple and the orange.
She takes both.

I. Read the sentences and write 'and' or 'but' in the blanks:

(a) The parrot _____ the crow are birds.

(b) Rose is a flower _____ lily is a flower _____ banana is a fruit.

(c) Mala is tall _____ Sheela is short.

(d) Niti won a prize _____ Renu didn't.

(e) I like to play cricket _____ football _____ I don't like to play hockey.

(f) Miss Das asked Bina a question _____ she didn't answer it.

II. Look at the picture and write sentences :

(a) Is this a bat or a stick?

_____

(b) Is it small or big?

_____

(c) Is this a pond or a river?

_____

(d) Is this a duck or a hen?

_____

(e) Where is it?

_____

III. Read sets of sentences aloud. Match them with pictures:

I don't want tea or coffee.
I want an ice-cream.

Give me a pen or a pencil.
Take the pen.

Would you like to wear a
red frock or a white one?
I want to wear a red one.

Rana doesn't like grapes
or apples. He likes mangoes.

Lesson 24

The Squirrel's Story

Chhotu was a baby squirrel. He was very naughty. He ran away from his mother and climbed a big tree. His mother called, "Chhotu, come back here."

Chhotu did not come back. He climbed higher and higher.

A big eagle picked Chhotu up in his beak. Chhotu cried, "Help!" But the eagle flew away with him.

A crow came by. "Hello, Eagle," he said. Eagle did not answer.

"What will you do with Chhotu?" asked the crow.

Eagle opened his beak. Chhotu fell into the soft grass. He got up and ran home.

"Sorry, Mother," he said. "I'll never run away again."

I. Answer the following :

1. How many squirrels are there in the story?
2. How many birds are there in the story?
3. Did Chhotu listen to his mother? Answer 'Yes' or 'No'.
4. What did Chhotu tell his mother in the end?
5. (i) Who do you like best in the story?

   (a) Chhotu (b) Eagle (c) Crow

   (ii) Why do you like him? Tick (✓) the right answer.

   (a) He was strong and foolish.

   (b) He was naughty.

   (c) He was kind and clever.

6. **Now find the opposites of the following words in the story. Write them as in the example.**

Example :	**go**	**come**
	lower	_____
	small	_____
	close	_____
	hard	_____

Two Friends

Manu and Pran were good friends. Manu could not see. Pran could not walk. One day the village Headman invited all the villagers to a feast.

"I can't go. I can't see," said Manu.

"I can't go. I can't walk," said Pran.

"I have an idea," said Manu. I will carry you on my back. You tell me the

way to the Headman's house."

That's how they helped each other. And both of them enjoyed a good feast.

I. Answer the following :

1. Who were Pran and Manu?
2. Who invited the villagers to a feast?
3. Write 'Yes' or 'No' against each :
   (a) Pran could not walk but could see.
   (b) Manu could not walk.
   (c) Manu said, "I'll carry you on my back."
   (d) They could not go to the feast.
4. 'They helped each other.' Here *they* means
   (a) the villagers
   (b) Manu and the Headman
   (c) Pran and the villagers
   (d) Pran and Manu

   Tick (✓) the right answer.

II. Match words in column A with their meanings in column B.

A	B
feast	ask somebody to come
invite	a special meal
idea	a plan or a proposal

III. Do you help your family members at home?
Now tell your partner how you help them.

The Fox and the Stork

Mr Fox lived in a jungle. "I am the cleverest animal here," he thought. He often played tricks on other animals. Miss Stork lived nearby.

One day Mr Fox invited Miss Stork to dinner. He made delicious soup and poured it into two plates.

He ate his share hungrily. Miss Stork had a long beak. She could not eat the soup from her plate. However, she thanked Mr Fox and went home.

The next week she invited Mr Fox to dinner. She made delicious kheer and put it into two jars. The jars had long necks and narrow mouths. She put her long beak into the jar and ate the food hungrily. Mr Fox

could not put his nose into the narrow opening of the jar. He could not eat the food. However, he thanked Miss Stork and went home.

"I am not very clever," he thought. "Miss Stork is cleverer. I won't play tricks on others any more." And he never did.

I. Answer the following :

1. Who did Mr Fox invite to dinner?

2. What did he make for dinner?

(a) rice
(b) chapati
(c) chicken curry
(d) soup

Tick (✓) the right answer.

II. What did Miss Stork make for dinner?

(a) soup
(b) meat curry
(c) dal and vegetables
(d) kheer

Tick (✓) the right answer.

III. Write 'True' or 'False' against each :

(a) Mr Fox served soup in a long-necked jar. ☐

(b) Miss Stork wanted to teach Mr Fox a lesson. ☐

(c) Miss Stork could not eat the soup served in a plate. ☐

(d) Mr Fox had kheer for dinner. ☐

IV. Fill in the blanks.

I am not very _____. Miss Stork is _____.

Amit and the Baby Bird

Amit is six years old. Everyday he goes to school.

One day, on his way back home, he saw a baby bird under a tree. It was very small. It was unable to fly. It made strange sounds. Perhaps it was crying.

Amit looked up and saw a nest on the tree. Two little birds were playing in it. Amit picked up the baby bird and carefully put it back in the nest.